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ABSTRACT

To investigate the role that public information plays in vocational recruitment and to determine the effect of public information variables on vocational school enrollment and utilization was the purpose of the study. A public information survey conducted among selected school personnel produced data that could be compared between a representative sample of schools with high and low vocational education enrollment and utilization patterns. Findings indicated the "most used" public information vehicles were media, special events, community services personnel, and school personnel. Findings also indicated that differences in use of these public information variables affected vocational enrollment and utilization, with the high enrollment, high utilization schools using items from the four categories more than the low enrollment, low utilization groups. Ten recommendations resulting from the study include providing opportunities for open house and student tours of vocational education facilities, increasing contacts between local media and vocational school personnel, and making sure vocational students themselves are well-informed about vocational programs so that they can pass along accurate information to their high school friends. (Comparative tables are included throughout the body of this report and the thirty-page appendixes. Sample survey forms are also appended.) (BL)

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DETERMINING THE EFFECT OF PUBLIC INFORMATION ACTIVITIES ON VOCATIONAL ENROLLMENT IN WEST VIRGINIA

FINAL REPORT

Grant No. WV-77-R-2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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for

STATE OF WEST VIRGINIA

BOARD OF EDUCATION

BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

May, 1977

FINAL REPORT

Grant No. WV-77-R-2

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CHAPTER I

THE CASE FOR VOCATIONAL EDUCATION IN WEST VIRGINIA

Enrollment in high school vocational education courses is a matter of individual choice rather than a requirement for graduation in West Virginia. For this reason, West Virginia's secondary students need enough information to weigh the relative advantages and disadvantages of vocational enrollment, bearing in mind that this decision can affect their future career plans and personal goals.

Initially, students should be advised that vocational education courses:

1. Provide students with salable skills for entry-level employment upon graduation.

2. Help students decide whether or not a certain profession is "right" for them.

3. Serve as a good foundation for further education in college or technical school.

For any or all of these reasons, vocational education may be considered of value to secondary students.

Conversely, students encounter certain disadvantages in considering vocational enrollment. The lengthy travel

time (from home high schools to vocational centers), scheduling problems, and lack of variety in course offerings may discourage enrollment.

But the negative image attached to vocational education courses is the single largest deterrent to enrollment. This negative image is fostered by the belief that quality in education is provided by college preparatory courses.[1] Consequently, students enrolled in vocational education courses are viewed as a "low-income" and "low-intelligence" group.[2]

Statement of the Problem

Like most other states, West Virginia's vocational education programs are offered in comprehensive high schools, county vocational centers, and multi-county centers, as shown in Table 1. Data presented in Table 2 show that, on the whole, acceptance of vocational education in West Virginia, as measured by increased secondary enrollment, has expanded during the past twelve years. However, 1975-76 Vocational Bureau county enrollment data indicate that secondary vocational enrollment is by no means uniform throughout the state. Average secondary vocational enrollment in the state for this period is listed at 49.5 percent. This figure includes individual county enrollments

TABLE 1

STATE SYSTEMS OF VOCATIONAL EDUCATION

IN 41 RESPONDING STATES[a]

"What is the basic set-up of vocational programs in your state?"

Vocational Facilities	Yes	Percent of Total
1. Established high schools	6	14.6
2. Separate vocational facilities	1	2.5
3. Both high schools and separate vocational facilities	34	82.9

[a]Results of survey to state vocational agencies. Complete survey form is found in Appendix A.

TABLE 2

GROWTH IN SECONDARY VOCATIONAL ENROLLMENT IN WEST VIRGINIA[a]
(1964-1976)

FISCAL YEAR	SECONDARY ENROLLMENT
1964	20,526
1965	22,509
1966	34,034
1967	32,338
1968	34,761
1969	32,151
1970	32,748
1971	33,176
1972	38,528
1973	41,215
1974	46,815
1975	57,709
1976	58,578

[a]Vocational Bureau Management Information System Data

ranging from a high of 98.2 percent to the low figure of 16.4 percent. Additionally, some vocational schools are used to capacity by secondary students (high percentage of utilization) while other schools have low utilization in relation to their potential capacity.

Why does such a disparity in county secondary vocational enrollment exist across the state? Why are secondary students in some counties exhibiting their acceptance of vocational education by enrolling in courses, while other counties' students are not taking this action? Why are some vocational schools used to capacity while others are not? How have some counties succeeded in "selling" vocational education to their students while other counties have not had similar success?

Purpose of the Study

It is the purpose of this study to investigate the role that public information plays in vocational recruitment and to determine the effect of public information variables on vocational school enrollment and utilization. Contributing objectives of the study are to answer the following questions:

1. What kind of public information techniques are used by West Virginia's vocational schools as a whole?

2. Is there a difference in the use of public

information techniques between high enrollment and high utilization schools and low enrollment and low utilization schools?

3. What particular information techniques increase vocational enrollment in West Virginia?

4. What kinds of information are most helpful for students considering vocational enrollment?

Significance of the Study

Table 3 data illustrate that in West Virginia, as well as in most other states, vocational schools do not have designated public information persons to conduct information programs. Rather, a vocational school's information program is handled "as time permits" by the school director, teachers, or staff volunteers. Consequently, it is most difficult to implement a planned public information program for the school year.

By determining the effect of public information techniques on vocational enrollment and by identifying effective information techniques, this study can aid vocational school recruitment programs. Knowing the techniques to emphasize in an information program enables vocational educators to use their limited time more profitably.

Recognizing the need for an improved information

TABLE 3

VOCATIONAL PUBLIC INFORMATION PROGRAMS

IN 41 RESPONDING STATES[a]

"How is public information for vocational education facilities handled in your state?"

METHOD	YES RESPONSES	PERCENT
1. Assigned public information person for each facility	5	12.2
2. School administrator has sole responsibility for public information	11	26.9
3. School staff are appointed to handle public information	7	17.0
4. State Department of Education handles all public information duties	4	9.8
5. School administrator, school staff, and State Department of Education share public information duties	14	34.1

[a] Results of survey to state vocational agencies. Complete survey form is found in Appendix A.

program for vocational education and the vocational schools' handicap in having limited staff to initiate information programs, West Virginia's state vocational agency, the Bureau of Vocational, Technical, and Adult Education, committed its research funds to sponsor this public information study. State vocational staff and the Research Coordinating Unit for Vocational Education are providing technical assistance during the course of the project.

Hypothesis

It is asserted by this researcher that public information is a key factor in promoting vocational enrollment and that the use of information techniques does affect vocational enrollment in West Virginia. It is further asserted that there is a difference in the use of information techniques between vocational schools with different enrollment and utilization classifications.

Based on these assertions, the following hypotheses are presented:

1. There is a difference in the use of public information techniques between high enrollment and low enrollment vocational schools.

2. There is a difference in the use of public information techniques between high utilization and low utilization vocational schools.

3. There is a difference in the use of public information techniques between low utilization/low enrollment and high utilization/high enrollment vocational schools.

4. There is a difference in the use of public information techniques between low utilization/high enrollment and high utilization/low enrollment vocational schools.

5. There are certain public information techniques that contribute more to high utilization and high enrollment than other techniques.

Limitations of the Study

The following limitations are imposed in conducting this public information study:

1. The study is limited to those vocational education schools that offer at least five different vocational programs.

2. Percentage figures for vocational enrollment and utilization used to rank the schools include only secondary students (grades 9-12, inclusive) enrolled in regular programs during the first semester, 1975-76. Disadvantaged and handicapped student enrollments are not included in reaching the percentage figures.

3. Due to time and money limitations, a representative sample of twenty vocational schools, nearly one-third of the state's total comprehensive vocational facilities, is included in the study.

Definition of Terms

The following vocational terms, as defined by a task force of state directors of vocational education, are used throughout this report:[3]

Vocational education--organized educational programs, services, and activities directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than an undergraduate or advanced degree.

Vocational program--an educational plan under which action can be taken by an individual to achieve a vocational objective.

Vocational student--an individual, with a vocational objective, enrolled in a vocational education program leading to entry or progress in a chosen occupational field.

Comprehensive high school--a high school providing vocational education in no fewer than five different occupational fields.

County vocational center--a specialized high school used exclusively or principally to provide vocational education. Serves a single county's students.

Multi-county vocational center--a county vocational center designed to serve two or more counties' students.

The terms "public relations" and "public information" are used interchangeably throughout this report. The following definition describes both terms:

Public relations/public information--personal and group action that affects social attitudes and behavior toward a given product or issue.[4]

CHAPTER II

REVIEW OF THE LITERATURE

School Public Relations

School public relations, whether at the elementary, secondary, or collegiate level, receives considerable study and continues to warrant investigation.

Brownell contends that a majority of the public has no clearcut information about schools and, therefore, the public cannot have an intelligent understanding of schools.[5] He suggests that continuous publicity, as provided in a planned public information program, produces mutual understanding and respect, while sporadic publicity can appear as propaganda and can lead to distrust.[6]

Nagle offers sound reasoning for a school public relations program as he states:

> . . . a public school district is so dependent upon its public for support . . . that it commits educational hari-kari when it neglects the public, isolates itself from the community, and leaves its citizenry either misinformed or completely uninformed.[7]

Lack of funds often prohibits school systems from hiring full-time public relations specialists. Justification for their hiring and funding is illustrated in the following media studies.

Rings' 1966 study of 165 Ohio school districts investigated the difference in newspaper coverage between school districts with and without public relations directors.[8] Rings selected his stratified sample from a matched sample of school districts employing public relations directors and school districts whose superintendents handled the public relations function. Each of the selected school districts had only one daily newspaper. Rings monitored newspaper coverage for each of the selected schools over a thirty-day period. He recorded column-inch tabulation, section placement, and page positioning in four general news categories: sports, public affairs, school administration, and student affairs.

Results of the study indicated that school districts with public relations personnel did receive significantly more news coverage than school districts without public relations personnel.[9] The study reported that the majority of news coverage in the districts having public relations directors was of a "non-sports" nature. Additionally, schools with public relations personnel received more front page stories and more articles in special supplement editions.[10]

Fredericks' survey of 253 randomly selected school superintendents and 206 newspaper editors in Pennsylvania

and New York asked respondents about their need for public relations personnel in their school districts.[11] The survey reported that 75 percent of both groups recognized the need for public schools to have information specialists. Seventy-five percent of the newspaper editors indicated that a public relations person would improve school news coverage in their newspaper. Of the school superintendents included in the survey, 72 percent reported the need for an information specialist or public relations person at their schools.[12]

Public Relations for Vocational Education Schools

While the general topic of school public relations receives extensive research, the narrower area of public relations for vocational education schools receives much less attention.

Inquiries addressed to a school public relations association and a vocational education resource center did not disclose any relevant materials. Neither the National School Public Relations Association (NSPRA) nor the Ohio State University Center for Vocational Education representatives knew of any recent studies devoted to vocational education public relations. (See Appendix B).

A questionnaire addressed to the National Association of Vocational-Technical Education Communicators (NAVTEC) representatives in 49 states asked about vocational programs in other states. The questionnaire asked about each state's vocational education programs and facilities, public information programs, and public information studies initiated during the past five years. (A sample questionnaire is found in Appendix A).

After a second mailing of the request, addressed to vocational directors of the states that did not respond to the initial mailing, a total of 41 states returned the form. Tables 1 and 3, presented earlier in this report, are based on information accumulated from this survey. The survey of other states located the following vocational education public information studies.

Floyd Bevers researched the use of public relations practices by selected vocational directors in Texas.[13] In selecting the schools for his sample, Bevers used two criteria: (1) potential vocational student enrollment index of the area vocational school and (2) potential vocational student enrollment index of the sending school district. Based on these index ratings, Bevers divided the schools into four groups: (1) high receiving/high sending school index; (2) high receiving/low sending

school index; (3) low receiving/low sending school index; and (4) low receiving/high sending school index. He then selected schools from the top 25 percent and the bottom 25 percent of these index ratings to represent "above average" and "below average" vocational school enrollments. Thirty-seven schools are included in the study.

Bevers posed the null hypothesis that public relations practices are not different between area vocational schools with regard to combinations of high/low sending school and high/low receiving school enrollments.

The survey instruments implemented in Bevers' study consisted of three major parts: (1) general descriptive information about the schools; (2) yes/no response scale to indicate the use of public relations practices and the frequency of performance of these practices; and (3) a semantic differential attitude scale to determine the vocational directors' attitudes toward public relations.

Texas Education Agency staff administered the survey to 207 participants who attended a vocational directors annual workshop. Bevers took the 37 selected vocational director forms from this group.

The data supported Bevers' hypothesis. The report found no significant difference in the use of public relations practices between different enrollment groups.

Additionally, findings revealed no significant difference in the attitudes of vocational directors toward the public relations concept.[14]

Vocational directors in South Carolina completed a four-page mail questionnaire that focused on their attitudes toward public relations and their use of particular public relations techniques.[15] Sponsored by the South Carolina Office of Vocational Education, the survey instructed respondents to think of public relations as including both information efforts (news releases, school newspaper, and the like) and other programs that "mold the center's image with its varied publics."[16]

Results of the 1975 study indicated that vocational directors regarded counselor contact and feedback from former or current vocational students as the most effective recruiting techniques. Fifty-two percent of the vocational directors reported that their schools did not have planned public relations programs.[17]

The Oklahoma State Department of Vocational-Technical Education went directly to the source in finding "What the Public Wants to Know and Needs to Know About Vocational Education," in a 1975 study.[18]

A 25-member task force representing a stratified random sample of Oklahoma's eleven geographic areas authored the report. Area chambers of commerce helped

the Oklahoma State Department to select area task force members. In order to gain an idea of the average citizen's information needs with regard to vocational education, the Department of Education selected participants who did not have special access to vocational information.

An orientation session and a tour of vocational facilities introduced the task force members to Oklahoma's vocational education system. The group met four times over a four-month period to develop a list of priorities for information needs.

According to the task force, the Oklahoma public knew very little about vocational education in general. The task force found that the public is interested in vocational education at the local level. The group's final report recommended that community volunteers should be enlisted to help publicize vocational education and that a vocational education information line should be made available to the public.[19]

A Kentucky-based study, the Pennyrile Public Information Project, focused on the development of a regional approach to vocational education public relations.[20] The project identified ongoing public information methods used by school personnel and assessed their effectiveness.

The Pennyrile Project included a vocational teacher survey and a vocational education public opinion survey. Teachers indicated the type of information methods they used to promote vocational programs. A random sample of students and adults offered opinions about vocational education information sources. Every fifth name on the tenth grade student rosters and every tenth name in the phone directories for each of Pennyrile's nine counties comprised the random sample of .1 percent of each county's population.

The Pennyrile Project named school personnel as the most important information source for both student and adult groups. The report recommended that vocational educators increase their efforts to differentiate between vocational and professional education, that school personnel should use newspapers more widely, and that school personnel should expand their efforts to emphasize the availability of vocational education courses.[21]

West Virginia Vocational Bureau Publications

The Bureau of Vocational, Technical, and Adult Education's Program Development division prepares instructional pamphlets that provide guidelines for vocational school information programs.

"Promoting Vocational Education," a 1976 publication, lists various public relations techniques, suggests that schools develop community contacts to promote the schools, and includes sample formats for slide show scripts, news releases, and radio and television announcements.[22]

"A Model Plan for Promoting Vocational-Technical Education" describes the elements of an effective communications program and identifies target audiences that vocational facilities should reach in their information programs. The pamphlet lists specific activities that vocational schools can use to accomplish stated public information objectives.[23]

Promotional tips for the statewide vocational education week are included in "IDEAS: Vocational Education Week." The booklet suggests that open houses, exhibits, and speeches may be included in public information programs as part of vocational education week activities.[24]

West Virginia Studies

Two studies conducted in West Virginia recommended the initiation of an improved communications system for vocational education.

In 1968, Charles Divita conducted a study of attitudes toward vocational education in West Virginia,

as held by school personnel.[25] Divita developed mail questionnaires for three categories of respondents: school administrators, boards of education members, and teachers. The questionnaire asked selected respondents to express their views on vocational education as it was conducted at that time.

Divita wanted to assess the degree of support for vocational education among West Virginia's school personnel and administrators. Results of the study indicated that respondents believed the cost of vocational education programs was warranted because it enabled students to become productive members of society. Respondents reported that county school systems did not do an adequate job of telling people about vocational education. Respondents indicated that an upgraded information program could erase the "low-status stereotype" associated with vocational education programs.[26]

The Bureau of Vocational, Technical, and Adult Education commissioned Associated Educational Consultants, Inc. to conduct a study of factors affecting scheduling and enrollment in the state's vocational education schools.[27] This 1975 study dealt with such factors as the traveling distance to vocational schools as a discouragement to

enrollment, scheduling problems, and the negative image of vocational education.

The study included an attitude survey of vocational directors, counselors, teachers, parents, and both vocational and non-vocational students. The study reported that a lack of information about vocational education is a larger problem than the negative attitude toward vocational programs.[28] According to the report, feeder school teachers are often unaware of the many programs available at the vocational centers. The report recommended that vocational schools should increase efforts to inform students, parents, and non-vocational teachers about vocational opportunities.[29]

Summary

Examining other vocational education studies broadened this researcher's knowledge of vocational school organization and the information needs of the schools' many publics.

This researcher's public information study includes two major elements that have not been examined in previous studies:

1. No other West Virginia study examined the influence of the single factor, public information techniques, on vocational enrollment in West Virginia. Other West Virginia studies cited in this literature review examined

attitudes toward vocational education and the effect of several factors on vocational enrollment.

2. Although Bevers' study examined the effect of public relations variables on vocational enrollment in Texas, his sample included only selected vocational directors. This study includes director, counselor, and teacher use of public information techniques and student recognition of information efforts.

While this study capitalizes on the information presented in other studies, it is believed that the focus and design of the study is original enough to produce current and vital information for vocational educators in West Virginia.

CHAPTER III

METHODOLOGY

A public information survey designed to provide data that can be compared between a representative sample of schools with high and low enrollment and utilization patterns is the focus of this research study. The most recently completed school year (1975-76) is the time frame covered by the survey.

The survey, as conducted, followed these steps:

1. Classification and selection of schools
2. Preparation of survey instruments
3. Pilot test of survey instruments
4. Administration of the survey

Classification and Selection of Schools

First semester 1975-76 data from the Bureau of Vocational, Technical, and Adult Education provide the basis for classifying schools according to percentage enrollment and percentage utilization. The Bureau's enrollment data list an unduplicated head count of secondary students enrolled in vocational programs by county (grades 9-12, inclusive). Percentage vocational

enrollment by county is computed as follows:

$$\frac{\text{Secondary vocational enrollment by county}}{\text{Total secondary enrollment by county}} = \text{Percentage secondary vocational enrollment by county}$$

The Bureau's building construction reports list the maximum one-time student capacity for each vocational facility. Actual student contact hours per week for the first semester 1975-76 are listed for each facility. Percentage utilization, using the following formula, represents the actual use of each facility in relation to its potential use:

$$\frac{x \text{ (actual contact hours by facility)}}{ac \text{ (potential contact hours by facility)}} = y \text{ (percentage utilization by facility)}$$

x = actual secondary student contact hours per week for each vocational facility

a = possible number of student contact hours per week for each vocational facility (computed at 30 hours per week for comprehensive high schools and vocational centers)

c = student capacity of facility at one time

y = percentage utilization by facility

The Task Force on the Availability of Vocational Education in West Virginia devised this formula.[30]

After computing percentage enrollment and percentage utilization figures for each comprehensive vocational facility in the state (offering at least five approved vocational programs), schools are ranked to determine high and low categories. Data from individual counties that feed into multi-county centers are averaged to yield percentage figures for these facilities.

"Above average" (high) and "below average" (low) categories are assigned as follows:

High utilization = 90% or better capacity utilization

Low utilization = less than 90% capacity utilization

High enrollment = 50% or better secondary vocational enrollment by county

Low enrollment = less than 50% secondary vocational enrollment by county

From these categories, schools are grouped as follows:

Group I: low utilization/low enrollment

Group II: low utilization/high enrollment

Group III: high utilization/low enrollment

Group IV: high utilization/high enrollment

In the interest of brevity and clarity, groups are listed by their numbers in the remainder of this report.

After listing each comprehensive facility in the appropriate group, selection of the twenty schools for the sample began. So that all sectors of the state are represented in the sample, schools within each of the four groups are further classified according to geographic area, economic standing, population density, and rural/urban setting. Table 4 lists demographic data of the twenty selected schools. The selected schools cover the state geographically.

Included in the final sample are four comprehensive high schools (two from Groups I and IV); four multi-county centers (two from Groups II and III); and twelve county vocational centers (four from Groups I and IV, and two from Groups II and III). The final sample includes six schools from Groups I and IV and four schools from Groups II and III. Fewer schools are selected from Groups II and III because of the smaller number of schools meeting the classifications established for those groups.

The only county that requires vocational enrollment for its secondary students is disqualified from the sample because enrollment is not affected by public information techniques.

Because this study is sponsored by research funds from the Vocational Bureau, the State Vocational Director sent the initial request letter to selected vocational school directors to enlist their support for the survey. (See Appendix C). He assured each director that his

TABLE 4

DEMOGRAPHIC DATA OF SELECTED SCHOOLS BY GROUP[a]

H = comprehensive high school
M = multi-county center
C = county vocational center

Type of Facility	1976 County Population (estimate)	Number employed in county (1976)	Per Capita Income
Low Utilization/Low Enrollment Schools			
H	30,200	62,400[b]	4,238
C	105,700	100,700[b]	4,432
C	52,500	13,510[b]	3,490
H	40,400	62,400[b]	5,091
C	50,100	12,950	3,474
C	75,500	26,400	3,954
TOTAL	354,400	278,360	24,679
AVERAGE	59,066	46,393	4,113
Low Utilization/High Enrollment Schools			
C	13,000	4,720	3,239
C	33,500	7,810	3,002
M	7,600	3,040	3,586
	10,300	2,400	3,250
	9,800	3,090	2,477
M	15,300	5,510	3,263
	17,700	5,670	3,357
	21,000	7,060	3,086
TOTAL	128,200	39,300	25,260
AVERAGE	16,025	4,912	3,157

[a] West Virginia Department of Commerce 1976 County Data Report

[b] Includes county and surrounding area

TABLE 4 (cont.)

Type of Facility	1976 County Population (estimate)	Number employed in county (1976)	Per capita Income
High Utilization/Low Enrollment Schools			
M	40,200		4,283
	23,800	23,430	3,850
	8,500	2,950	3,871
M	74,800	28,700	4,380
	15,000	4,800	3,384
	6,600	2,070	2,359
C	223,700	103,600	4,939
C	68,800	25,490	3,956
TOTAL	461,400	191,040	31,022
AVERAGE	57,675	27,291	3,877
High Utilization/High Enrollment Schools			
H	13,200	2,180	2,708
H	32,900	15,580	3,371
C	20,100	4,890	2,734
C	46,100	24,340	3,528
C	24,500	8,170	3,736
C	32,300	9,150	3,425
TOTAL	169,000	64,310	19,502
AVERAGE	28,166	10,718	3,250

school's responses would not be disclosed in the report; results would be listed in group findings. All twenty schools agreed to participate in the study.

Preparation of Survey Instruments

The central purpose of the survey is to solicit the following information from selected school personnel:

1. What public information techniques are being used in vocational recruitment programs?

2. Which school personnel are supplying vocational information to potential students?

3. How often are these public information techniques used during the school year?

A contributing goal of the survey is to determine the vocational students' assessment of the information methods used by school personnel.

An initial step in developing a survey instrument that can satisfy these requirements is to prepare a comprehensive list of public information variables. Drawing on literature review sources and school public relations works by Kindred, Bagin, and others, a list of public information variables for the following categories are developed:[31]

1. Media (includes in-house publications and broadcast and print media)

2. Special events sponsored by the schools

3. Community relations (efforts to inform the school's local community about vocational education)

3. School relations (personal contacts between vocational school personnel and feeder high school staff to aid recruitment efforts)

To gain an accurate picture of the schools' total public information efforts, vocational director, counselor, and teacher survey forms are developed. The three forms are identical in format except that the director's form includes three additional pages that request information about school equipment and personnel. The director, counselor, and teacher survey forms ask respondents to indicate the number of times they used the listed public information variables to recruit students during the past school year. The student survey forms instruct students to indicate the information methods that informed them about the vocational program and to rate the effectiveness of these techniques in satisfying their information needs. A complete set of survey forms is found in Appendix D.

School personnel receive points for each public information variable they used during the past school year. Listed beside each item are response categories corresponding to the number of times the respondent used the item. In

scoring the forms, more points are given for frequent use of an item. For example, the respondent using a newspaper article "1-10 times" receives one point; the respondent using a newspaper article "41 or more times" receives five points.

The student survey form, listing the same public information variables as the school personnel form, asks students about the information they "saw, heard, or read" during their recruitment into the vocational program. Students receive one point for each item they check under media, special events, and school relations categories.

Pilot Test

After state vocational staff reviewed the tentative survey forms, a pilot test of three vocational schools took place. School personnel and students from two multi-county centers and one county vocational center completed the survey forms. Respondents reported that they understood the directions and that they had no difficulty in completing the forms.

To facilitate scoring, the researcher made some minor revisions in the placement of response boxes following the pilot test.

Administration of the Survey

To ensure a high return rate of survey forms, the researcher visited each of the selected schools to administer the survey and to collect the forms. The researcher visited the schools between October and December, 1976.

Directors received their survey forms and instructions in the mail because their forms had several pages of questions about school equipment and personnel. The researcher collected the director forms during the school visit and checked them for completeness.

Only sixteen of the twenty selected schools had assigned vocational counselors. The researcher gave verbal instructions to the counselors and collected their forms at the completion of the visit.

Because each of the selected facilities has at least five different vocational programs, the researcher surveyed five teachers from each school. Since most recruitment efforts are aimed toward tenth grade high school students, the student sample included eleventh grade students recruited into the program during the past school year (1975-76). The random selection of five teachers and twenty-five eleventh grade students followed this format:

1. A random selection of five teachers from five different program areas is taken from the school's teacher roster.

2. A random selection of five eleventh grade students is taken from each of the five selected teachers' student rosters.

The researcher requested that the selected schools prepare a copy of the teacher roster and eleventh grade student roster to facilitate the selection process. (See Appendix E). Omitted from the teacher roster are names of newly assigned teachers who could not answer questions about the previous school year.

The researcher gave verbal instructions to selected teachers and collected the completed forms during the visit. At nineteen of the twenty schools, the researcher personally administered the survey to selected students. During one scheduled visit, snow prevented students from attending classes, so a teacher at the school received instructions for administering the survey to randomly selected students. The researcher had no difficulty in tabulating this set of student forms.

A total of 97 teachers and 495 students completed the survey forms. Table 5 presents a list of the actual number of survey respondents from each type of facility.

TABLE 5

ACTUAL SAMPLE POPULATION BY TYPE OF FACILITY

RESPONDENT	Number Selected			
	Multi-County Center	County Center	Comprehensive High School	TOTAL
Vocational Director	4	12	4	20
Vocational Counselor	4	9	3	16
Vocational Teacher	20	58	19	97
Vocational Student	98	297	100	495
Male	71	238	66	375
Female	27	59	34	120

CHAPTER IV

RESULTS

Data collected in the survey provide three kinds of information about the vocational schools' public information programs:

1. Public information techniques used by the selected schools as a whole
2. Public information program administration in selected schools as a whole
3. Comparative use of public information variables between different enrollment and utilization groups

Public Information Variables Used By Selected Schools as a Whole

Tables listing the total director, counselor, teacher, and student responses to each public information variable on the survey instruments are found in Appendices F-I. Mean usage of each variable, representing average use during the 1975-76 school year, is included for each group of respondents' data. Where ratings of effectiveness for public information techniques are requested, the group's average rating is recorded.

Table 6 lists the "most used" public information variables for each group of respondents. The following

TABLE 6

PUBLIC INFORMATION VARIABLES MOST USED/MOST RECOGNIZED BY SELECTED SURVEY RESPONDENTS

MEDIA (Techniques most used by directors, counselors, and teachers; techniques most noticed by students).

VARIABLE	NUMBER USING ITEM	PERCENT OF TOTAL
Directors (20)		
1. newspaper article	20	100.0
2. radio announcement	20	100.0
3. audio-visual presentation	18	90.0
4. posters	17	85.0
5. newspaper advertisement	17	85.0
6. brochure/pamphlet	16	80.0
7. bulletin boards	16	80.0
Counselors (16)		
1. posters	15	93.7
2. bulletin boards	14	87.5
3. audio-visual presentation	14	87.5
4. brochure/pamphlet	14	87.5
5. newspaper article	13	81.25
6. letters to feeder school staff	12	75.0
Teachers (97)		
1. newspaper article	60	61.8
2. brochure/pamphlet	50	51.5
3. bulletin board	49	50.5
4. posters	44	45.3
5. school newspaper article	41	42.2
Students (495)		
1. brochure/pamphlet	228	46.0
2. bulletin boards	166	33.5
3. school newspaper	163	32.9
4. posters	131	26.4
5. audio-visual presentation	112	22.6
6. letter from school explaining program	109	22.0

TABLE 6 (cont.)

SPECIAL EVENTS (Activities held at vocational schools; student attendance at these events).

Variable	Number Using Item	Percent of Total
Director (20)		
1. open house	16	80.0
2. career day	12	60.0
3. awards program	12	60.0
Counselor(16)		
1. career day	10	62.5
2. workshops	5	31.25
3. panel discussions	4	25.0
Teacher (97)		
1. vocational club activity	65	67.0
2. open house	59	60.8
3. contests	47	48.4
Student (495)		
1. open house	230	46.4
2. career day	114	23.0
3. club activity	109	22.0

COMMUNITY RELATIONS (director, counselor, and teacher efforts to involve community members in vocational education)

Director (20)		
1. employment services	19	95.0
2. citizen advisory committee	18	90.0
3. school board members	18	90.0
4. legislators	16	80.0
5. civic organizations	15	75.0

TABLE 6 (cont.)

Variable	Number Using Item	Percent of Total
Counselor (16)		
1. employment services	13	81.2
2. service organizations	11	68.7
3. local business groups	10	62.5
4. local industry groups	10	62.5
5. school board members	10	62.5
6. legislators	10	62.5
Teacher (97)		
1. local business groups	51	52.5
2. local industry groups	49	50.5
3. citizen advisory committee	47	48.4
4. trade association members	45	46.3
5. school board members	45	46.3
SCHOOL RELATIONS (efforts made by vocational school staff to reach feeder school students and staff)		
Directors (20)		
1. Discussed program with feeder school principals	19	95.0
2. Discussed program with feeder school counselors	18	90.0
3. Conducted tour of vocational school for feeder school students	17	85.0
4. Distributed informational materials to feeder school students	16	80.0
5. Addressed feeder school classes	16	80.0
Counselors (16)		
1. Talked with feeder school counselors	15	93.7
2. Talked with feeder school teachers	15	93.7

TABLE 6 (cont.)

Variable	Number Using Item	Percent of Total
3. Conducted tour of vocational school for feeder school students	15	93.7
4. Addressed feeder school classes	13	81.2
5. Talked with feeder school administrators	13	81.2
Teachers (97)		
1. Talked with feeder school teachers	75	77.3
2. Conducted tour of vocational school for feeder school students	68	70.1
3. Talked with feeder school counselors	65	67.0
4. Talked with feeder school administrators	58	59.7
5. Talked with students individually	53	54.6
Students (495) (Indication of their information sources during recruitment)		
1. Vocational students enrolled in programs	381	76.9
2. Home high school friend planning to enroll in the vocational program	311	62.8
3. Home high school counselor	278	56.1
4. Parents	241	48.6
5. Vocational school teacher	195	39.3

summary outlines the results of each group's use of public information variables.

Media

As a whole, vocational directors, teachers, and counselors used both "internal" (in-house) and "external" (mass media) methods in their information programs. All vocational directors used radio and newspaper to promote their programs. All school personnel used bulletin boards and posters.

Students indicated more recognition of internal media efforts (brochures, school newspaper, and the like) rather than external methods such as radio or newspaper. Students rated "letter from vocational school explaining vocational programs" as the most effective (1) source of media information.

Special Events

Open house, career day, and vocational club activities are the most popular special events for both school personnel and students. It appears that vocational directors are the chief promoters of open house, counselors are the main sponsors of career day, and teachers are coordinators of vocational club activities. These are the

three events most attended by students, and all three received a "very effective" (1) rating.

Community Relations

Both directors and counselors maintain regular contact with employment services. Teachers maintain contact with trade and industry personnel. Citizen advisory committee members, school board members, and legislators are major contacts for all school personnel.

School Relations

Directors, counselors, and teachers work with feeder school counselors and teachers in their recruitment efforts and conduct tours of the vocational school to acquaint feeder students with vocational facilities. Vocational directors keep in contact with feeder school principals.

Students rated their home high school counselors and vocational school teachers as their best (1) sources of information. While the total group of student respondents listed vocational students and home high school friends as their main contacts for vocational information, they rated these contacts as an "average" (3) information source.

Data in Table 7 show that the selected students believe visits to the vocational school and talks with vocational teachers and students are the three best ways to learn about the vocational program.

Public Information Program Administration in Selected Schools

The following information, derived from data entered on the director survey forms, describes the media contacts and production capabilities of the selected schools. Tables 8 and 9 record this data.

Media Contact

Selected directors, as a whole, do not maintain frequent contact with local radio and television stations. Most of the vocational directors indicated that they contacted their local newspaper "monthly" or "once or twice a year." Directors reported that local newspapers seldom sent a reporter to cover special events at the schools.

Production Facilities

Few of the selected schools have printing or photographic equipment to help them prepare "in-house" materials. Only three directors reported that their schools had an addressograph machine to accommodate large mailings.

TABLE 7

INFORMATION METHODS PREFERRED BY STUDENTS

"I think the three best ways to learn about the vocational program are:" (Students listed three of the following methods).

VARIABLE	YES RESPONSES	PERCENT OF TOTAL
1. visit the vocational school	409	82.6
2. talk with a vocational teacher	269	54.3
3. talk with a vocational student	250	50.5
4. talk with a vocational counselor	152	30.7
5. see a slide show	110	22.2
6. talk with the vocational director	100	20.2
7. receive a letter explaining the program	86	17.3
8. attend a club activity	66	13.3
9. read a story that explains the program	19	3.8
10. see a poster or bulletin board that explains the program	9	1.8

TABLE 8

DIRECTOR GROUP RESPONSE TO LOCAL MEDIA CONTACT

VARIABLE	YES RESPONSE	PERCENT OF TOTAL
1. Indicate which of the following local media persons you contacted during the past fiscal year (1975-76) and describe your contact with them.		
a. Local Newspaper		
no contact	0	0.0
once or twice a year	7	35.0
monthly	8	40.0
weekly	5	25.0
b. Local Radio		
no contact	3	15.0
once or twice a year	12	60.0
monthly	4	20.0
weekly	1	5.0
c. Local Television		
no contact	10	50.0
once or twice a year	10	50.0
2. How many times did a local newspaper send a reporter to cover an event at your school during the past fiscal year (1975-76)?		
no newspaper coverage	1	5.0
1-3 times	8	40.0
4-6 times	5	25.0
7-9 times	3	15.0
10 or more times	1	5.0
none; local newspaper does not have staff reporters to cover events	2	10.0

TABLE 9

DIRECTOR GROUP RESPONSE TO AVAILABILITY OF MATERIALS TO CONDUCT PUBLIC INFORMATION PROGRAMS

VARIABLE	YES RESPONSES	PERCENT OF TOTAL
1. Which of the following physical facilities are available at your school? List all that apply.		
a. electric typewriter	20	100.0
b. photocopying facilities	17	85.0
c. camera	13	65.0
d. movie projector	18	90.0
e. overhead projector	20	100.0
f. slide projector	20	100.0
g. projector screen	20	100.0
h. photography lab	4	20.0
i. printing lab	8	40.0
j. tape recorder	17	85.0
k. public address system	13	65.0
l. audio-visual materials center	12	60.0
m. addressograph machine	3	15.0
2. Which of the following staff resources do you have available at your school? (Staff may be a teacher who has other "talents"). Check all that apply.		
a. reporter/writer	10	50.0
b. printer	6	30.0
c. photographer	9	45.0
d. typist	20	100.0
e. graphics artist	3	15.0
f. layout artist	4	20.0
3. Do you have someone on your staff, other than yourself, who is appointed to handle public information efforts?		
a. Yes	14	70.0
b. No	6	30.0

TABLE 9 (cont.)

VARIABLE	YES RESPONSES	PERCENT OF TOTAL
4. If yes, who handles your public information program? Check all that apply.		
a. assistant director	10	50.0
b. job placement coordinator	10	50.0
c. counselor	6	30.0
d. teacher	9	45.0
e. youth organization members (VICA, DECA, etc.)	11	55.0
f. student(s)	4	20.0
g. county public information officer	5	25.0
h. volunteers from community	0	0.0
i. school secretary	5	25.0
j. citizen advisory committee	5	25.0
5. Have you asked State Department of Education staff for assistance with your public information program during the past fiscal year (1975-76)?		
a. Yes	7	35.0
b. No	13	65.0
6. Do you think assistance from State Department of Education staff would be helpful in conducting your public information program?		
a. Yes	19	95.0
b. No	1	5.0
7. Have you attended any school public relations workshops or conferences during the past fiscal year (1975-76)?		
a. Yes, attended one.	10	50.0
b. No, did not attend.	10	50.0
8. Is your school a member of the National School Public Relations Association (NSPRA)?		
a. Yes	0	0.0
b. No	20	100.0

Staff Resources

Seventy percent of the selected vocational directors indicated that school staff help them to conduct their information programs. Fifty percent of the schools have staif persons with writing and reporting skills. Very few schools have staff persons with printing, graphics, or layout skills. Only five of the twenty schools have access to a professional county public information officer.

Although 95 percent of the vocational directors indicated that public information assistance from the State Department of Education would be beneficial to their information programs, only seven school directors requested this assistance during the 1975-76 school year. None of the selected schools belongs to the National School Public Relations Association. Fifty percent of the vocational directors attended a public relations conference during the 1975-76 school year.

Problems With Public Information Programs

Table 10 lists the problems that selected vocational directors encounter in handling their school public information programs.

Lack of time to devote to public information and lack of funds to operate programs are major problems for

vocational directors. Vocational directors indicated that some feeder high school educators exhibit a lack of concern for school public relations programs. Multi-county vocational center directors have difficulty in establishing personal contacts with secondary students in the many high schools that feed into the centers.

TABLE 10

PROBLEMS IN CONDUCTING PUBLIC INFORMATION PROGRAMS AS LISTED BY SELECTED VOCATIONAL DIRECTORS

1. Lack of time to devote to public information activities.
2. Lack of concern about school public relations among educators.
3. Difficulty in reaching a large area of students in rural parts of the state.
4. Low public relations budgets limit activities.
5. Difficulty in establishing personal contacts with secondary students.

Comparative Use of Public Information Variables Between Different Enrollment and Utilization Groups

Tabulation of the survey forms indicated that respondents from the high enrollment and high utilization groups received higher scores on 90 percent of the public information variables listed on the forms.

To determine if the high groups used individual variables significantly more than the low groups, the Wilcoxin rank-sum test, a non-parametric, distribution-free test of significance, is applied.[32]

The Wilcoxin test assumes that there is no significant difference in the use of public information variables between designated groups. Wilcoxin's table of critical values lists the sum necessary to meet selected significance levels for designated "n" and "m" groups.

Preliminary to using Wilcoxin's table of critical values, scores to individual public information variables for both groups (ten high enrollment and ten low enrollment, for example) are replaced by their size ranks in the combined sample. The group that has the higher score on the variable has the lower sum of ranks, and is designated as the "n" group. The group that has the lower score on the

variable has the larger sum of ranks, and is designated as the "m" group. The sum of the ranks in each group is totalled and the "n" group's sum is applied to Wilcoxin's table under a selected significance level. The lower the sum of the ranks, the greater is the chance of meeting the selected significance level. If the "n" sum is less than or equal to the listed critical value under the selected significance level, then the null hypothesis (no significant difference) is rejected and the alternate hypothesis (significant difference) is upheld.

In applying the Wilcoxin test to the survey group data, the .10 level of significance is selected to compensate for the large variance in this relatively small sample. Tested at the .10 level of significance is the sum of the ranks for individual public information variables from the following groups:

"n" group	"m" group
high enrollment schools	low enrollment schools
high utilization schools	low utilization schools
Group IV	Group I
Group III	Group II

Variables used significantly different (.10 level) are listed in Tables 11 through 15. The following summary outlines the different use of variables between groups.

Media

School personnel in high enrollment and high utilization schools used more newspaper, radio, and television in their public information programs. Likewise, these school personnel scored higher in the use of in-house media, such as newsletters, school newspaper articles, and audio-visual presentations.

School Relations

Teachers are a vital link in the vocational schools' recruitment programs. High utilization and high enrollment teachers talked to individual students, feeder high school classes, and feeder high school teachers more than the low enrollment and low utilization school personnel, as indicated by their higher scores on these items. Vocational directors in high enrollment and high utilization schools arranged for vocational teachers and students to address feeder students more often than the low enrollment and low utilization school directors. Students in the high enrollment and high utilization schools indicate that

they had more contact with vocational and home high school teachers.

Special Events

High utilization and high enrollment schools sponsored more career day events than did the low utilization and low enrollment schools.

Community Relations

High enrollment and high utilization school personnel make more contacts with various community groups. Teachers and counselors at these schools make more contacts with civic organizations, school board members, and ministers.

TABLE 11

PUBLIC INFORMATION VARIABLES USED DIFFERENTLY

BY HIGH ENROLLMENT AND LOW ENROLLMENT GROUPS

Variable Used Significantly More (.10 level)	High Enrollment School Personnel Using Variable		
	Director	Teacher	Counselor
Media			
1. newspaper article		x	x
2. newspaper advertisement		x	x
3. radio announcement			x
4. newsletter article		x	x
5. school newspaper article			x
6. displays in community		x	
7. radio show guest	x		
8. letters to parents	x		
9. letters to feeder staff	x		
School Relations			
1. Talked with feeder school administrators	x	x	
Special Events			
1. Career Day			x
Community Relations			
1. industry	x		
2. bankers		x	x
3. legislators			x
4. civic organizations		x	x
5. school board members		x	x
6. ministers	x		x
7. employment services	x		
8. chamber of commerce	x		

TABLE 12

PUBLIC INFORMATION VARIABLES USED DIFFERENTLY

BY HIGH UTILIZATION AND LOW UTILIZATION GROUPS

Variable Used Significantly More (.10 level)	High Utilization School Personnel Using Variable		
	Director	Teacher	Counselor
Media			
1. newspaper article		x	x
2. newspaper advertisement		x	x
3. radio announcement			x
4. newsletter article		x	x
5. school newspaper article	x	x	x
6. brochure/pamphlet	x	x	
7. audio-visual presentation	x		x
8. posters	x		
9. bulletin boards			x
10. displays in community		x	
11. letters to community organizations	x		x
12. letters to feeder school staff			x
School Relations			
1. vocational teachers address feeder classes	x	x	
2. talks with feeder teachers			x
3. talks with individual students		x	
4. took vocational students to feeder schools	x	x	
5. took vocational club members to feeder schools		x	
Special Events			
1. Career Day	x		
2. Workshops			x
3. Panel Discussion		x	x
Community Relations			
1. city council	x	x	
2. civic organizations	x	x	
3. bankers		x	
4. ministers		x	
5. citizen advisory committee		x	

TABLE 13

PUBLIC INFORMATION VARIABLES USED DIFFERENTLY

BY GROUP IV AND GROUP I

Variable Used Significantly More (.10 level)	Group IV school personnel Using Variable		
	Director	Counselor	Teacher
Media			
1. newspaper article		x	x
2. newspaper advertisement		x	x
3. radio announcement		x	x
4. television announcement		x	
5. newsletter article		x	x
6. school newspaper article		x	x
7. audio-visual presentation		x	
8. displays in community		x	x
9. radio show guest		x	x
10. letters to feeder staff		x	
11. letters to community organizations		x	
School Relations			
1. vocational teachers address feeder classes	x		x
2. talked with individual students			x
3. took vocational students to address feeder students	x		x
4. took vocational club members to address feeder students		x	
5. talked with feeder teachers		x	x
6. talked with feeder school administrators			x
Special Events			
1. Career Day	x	x	
2. Workshops			x
Community Relations			
1. ministers	x	x	x
2. city council		x	
3. chamber of commerce		x	
4. civic organizations		x	x
5. school board members		x	x
6. legislators			x
7. bankers			x
8. mayor			x

TABLE 14

PUBLIC INFORMATION VARIABLES USED DIFFERENTLY

BY GROUP III AND GROUP II

Variable Used Significantly More (.10 level)	Group III School Personnel Using Variable		
	Director	Counselor	Teacher
Media			
1. brochure/pamphlet	x	x	
2. school newspaper article	x	x	x
3. television announcement		x	
4. posters	x		
5. bulletin boards	x	x	
6. displays in community	x	x	
7. radio show guest	x	x	
8. letters to community organizations	x	x	
9. letters to feeder school staff	x	x	
10. letters to parents		x	
11. letters to students		x	
School Relations			
1. vocational teachers address feeder classes	x		
2. talked with individual students		x	
3. addressed feeder classes		x	
4. talked with feeder school administrators		x	
5. talked with feeder counselors		x	
6. conducted tour of vocational school for feeder students	x	x	
7. took vocational students to address feeder students			x
Special Events			
1. Career Day	x		
Community Relations			
1. employment services	x		
2. industry			x

TABLE 15

DIFFERENCES IN THE RECOGNITION OF PUBLIC INFORMATION VARIABLES BETWEEN STUDENT GROUPS

Group Recognizing Variable Significantly More (.10 level)	Variable Recognized		
	Media	Special Events	School Relations
High Enrollment School Students	none	none	1. talked with vocational teacher 2. talked with home high school friend
High Utilization School Students	1. brochures	none	1. home high school teacher
Group IV Students	none	1. contests	1. home high school teacher 2. vocational school teacher
Group III Students	1. radio announcements 2. brochures 3. letter explaining program	1. panel discussion	1. vocational school counselor 2. home high school teacher

CHAPTER V

CONCLUSIONS

Since findings of the Wilcoxin test indicate that there is a difference in the use of certain public information variables at the .10 level of significance, hypotheses one through four are supported. Since certain public information techniques are used significantly more by high utilization and high enrollment schools, the fifth hypothesis is also supported.

Consequently, the following conclusions are drawn:

1. The public information variables of significant difference between the groups do affect vocational enrollment and utilization.

2. There is a significant difference in the use of teacher contact with students and student recognition of teacher contact in the high enrollment and high utilization schools. Therefore, it is concluded that teacher contact with potential students is an effective recruiting technique.

3. Because high enrollment and high utilization school personnel used items from each of the four categories (media, special events, community relations, and school relations) more than the low enrollment and low utilization groups, it follows that these four areas should be covered in an effective public information program.

4. Comparison of Group IV and Group I data shows that counselors and teachers in the high utilization and high enrollment schools received higher scores on a number of items from each of the four public information categories than the low enrollment and low utilization teachers and counselors. Therefore, it is indicated that counselors and teachers in high enrollment and high utilization schools participate more actively in their schools' information programs.

CHAPTER VI

RECOMMENDATIONS

Based on the findings of the public information survey, the following recommendations are listed for consideration:

1. Students consider vocational and home high school teachers as important sources of vocational information. Vocational schools should encourage their teachers to supply information to students and to develop teacher contacts at the feeder high schools.

2. The vocational school director cannot operate a public information program singlehandedly. Vocational counselors, teachers, and students should be involved in the vocational school's information program. Because high school students rely on vocational students for information, vocational schools should make sure that vocational students themselves are well-informed about vocational programs. In turn, vocational students can pass along accurate information to their high school friends.

3. High school students want to gain a firsthand view of vocational programs by visiting the vocational schools. Vocational schools should provide opportunities for open house and student tours.

4. Contact between local media and vocational school personnel should be increased. Directors, teachers, and counselors should establish themselves as "newsworthy" sources for reporters. An increase in the flow of information to the media fosters increased media coverage.

5. Vocational school directors should consider renting or purchasing printing and photography equipment so that informational materials can be produced in the schools.

6. School public relations is a full-time job that needs professional guidance. Vocational directors should explore the possibility of hiring a public relations consultant to coordinate information activities. Additionally, directors should take advantage of public information assistance available from the State Vocational Bureau.

7. Evaluate public information methods regularly. Ask students if they are receiving enough information. Make sure that methods of distributing written information to students are effective.

8. Vocational school personnel should consider joining a school public relations organization, such as the National School Public Relations Association (NSPRA), that provides public relations guidance and distributes informational materials to member schools.

9. Whenever possible, enlist community volunteers to promote vocational education. Not only will the volunteers themselves learn more about vocational education, but they will also promote vocational education through "word-of-mouth" public relations.

10. Make student recruitment a year 'round effort by including recruitment materials in an annual public information program.

FOOTNOTES

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14 Ibid.

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17 Ibid.

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25 Divita, p. 132.

26 Ibid.

27 Associated Educational Consultants, Inc., A Study of Factors Affecting Student Enrollment and Scheduling in Vocational Education Programs in West Virginia (Pittsburgh, PA: July, 1975), pp. 6-8 - 6-14.

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APPENDIX

APPENDIX A

September 30, 1976

The West Virginia Bureau of Vocational, Technical and Adult Education, through West Virginia University, is sponsoring a research project designed to identify the public information practices that contribute to increased enrollment in West Virginia's vocational education facilities.

As a graduate student at West Virginia University, I am conducting this study for the Vocational Bureau in fullfillment of my Masters Thesis in Journalism. Dave Helgager, West Virginia's vocational education public information person, has been offering assistance throughout the project. He has suggested that NAVTEC members would be an excellent resource to tap for vocational education information. Being a NAVTEC member, you may have read about this project on Page 2 of the September, 1976 NAVTEC Communicator.

I should like to learn about the public information techniques employed by your state's public information division for vocational education. I believe that this information can serve as a basis for comparison with West Virginia's system and can expand my awareness of effective public information techniques.

Specifically, I should like your cooperation in providing answers to the questions listed on the enclosed form. Please answer as many of the questions as you can, and return the form in the enclosed self-addressed, stamped envelope by October 30, 1976. If you have an information packet, annual report, or relevant bibliography that can be sent by mail, I would greatly appreciate receiving this information as well.

Thank you for your assistance in supplying information for this research project. I shall look forward to receiving your response at your earliest convenience.

Sincerely,

Julie M. Lejeune
Project Coordinator

Enclosures

APPENDIX A

November 15, 1976

The West Virginia Bureau of Vocational, Technical and Adult Education, through West Virginia University, is sponsoring a research project designed to identify the public information practices that contribute to increased enrollment in West Virginia's vocational education facilities.

As a graduate student at West Virginia University, I am conducting this study for the Vocational Bureau in fulfillment of my Masters Thesis in Journalism. I feel that it would be advantageous for me to learn about the set-up of vocational education programs for secondary students in other states as well. Therefore, I ask your cooperation in providing answers to the questions listed on the enclosed form.

Specifically, I would like information about the availability of secondary vocational education programs in your state, the number of secondary students enrolled in vocational education courses during the past fiscal year, and the public information system your state uses to "advertise" the availability of vocational education programs. If your particular department does not have access to such information, could you please refer this letter to the relevant division?

Please answer as many of the questions as you can, and return the form in the enclosed self-addressed, stamped envelope by December 15, 1976. If you have an information packet, annual report, or relevant bibliography that can be sent by mail, I would greatly appreciate receiving this information.

Thank you for your assistance in supplying information for this research project. I shall look forward to receiving your response at your earliest convenience.

Sincerely,

Julie M. Lejeune
Project Coordinator

Enclosures

APPENDIX A

PLEASE RETURN IN THE ENCLOSED ENVELOPE BY OCTOBER 30, 1976!

NAME_____ POSITION_____

STATE YOU REPRESENT_____

Please read the questions listed below and check (x) the appropriate response. If your answer is not included in the list, please indicate your response in the "other" category.

- -

1. What is the basic set-up of vocational education programs in your state:

a. ( ) vocational programs in established high schools
b. ( ) vocational programs in separate vocational facilities
c. ( ) vocational programs in both separate vocational facilities and high schools
d. ( ) Other (please list)_____
_____

2. How is public information for vocational education facilities handled in your state: (Check all that apply)

a. ( ) assigned public information person for each facility
b. ( ) school administrator is responsible for public information
c. ( ) school staff are appointed to handle public information
d. ( ) State Department of Education handles public information
e. ( ) Other (please list)_____
_____

3. Please help explain the availability of vocational education programs in your state:

a. List the number of vocational facilities in your state:_____

b. List the number of secondary students (grades 9-12, inclusive) enrolled in vocational programs during the 1975-76 school year:_____

c. What percentage of the total secondary student population (grades 9-12, inclusive) was enrolled in vocational education programs during the 1975-76 school year?_____

4. Have any surveys or studies of public information for vocational education facilities been conducted by your state during the past five years? Please list the title and source from which a copy may be ordered.

APPENDIX B

National School Public Relations Association

publisher of EDUCATION U.S.A.
1801 North Moore Street, Arlington, Virginia 22209 • 703: 528-5840

September 16, 1976

Ms. Julie M. Lejeune
1424 Quarrier Street, Apt. D
Charleston, WV 25311

I have received your letter requesting information for your thesis on "public information in West Virginia's vocational education facilities." Although I can put you in touch with some information, I think you will be doing a great deal of original work, for you are seeking materials where I fear there is very little. However, communication programs are the same, whether they are targeted for the K-12 program, junior colleges, four-year institutions, or specialized groups such as vocational education, education for the handicapped, private education, etc.

I feel certain that you have started your search with your own state department of education, but would refer you to your state public information officer as the most valuable source:

Mrs. Elnora Pepper, Director, Public Information and Publications
Department of Education, Capitol Complex, 8-204
Charleston, WV 25305

Another source of help, and perhaps the best that I know of in the specific area of Vocational Education, is Pierce Burgess with the New Hampshire State Department of Education. Pierce is President of the Vocational Education Communicators Association:

Mr. W. Pierce Burgess, Program Information Officer
State Department of Education, 410 State House Annex
Concord, New Hampshire 03301

A am enclosing brochures describing the publications, audio-visual packages and newsletters available from the National School Public Relations Association as well as a membership application for a student membership which might prove helpful to you. I am also enclosing a bibliography of our Bernays Library which will provide you with communication resources.

We would very much like to have a copy of your thesis for our Bernays Library when it is completed.

Sincerely yours,

Virginia Ross

Virginia M. Ross, Director
School Communication Services

enclosures

APPENDIX B

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

September 28, 1976

Ms. Julie M. Lejeune
1424 Quarrier St., Apt. D
Charleston, WV 25311

Dear Ms. Lejeune:

Thank you for your letter of September 8, 1976 in which you requested information about recent studies or reports relating to public information/public relations in vocational education facilities throughout the United States. Unfortunately, we do not have any bibliographies on the subject and I have queried several of my colleagues to no avail. My suggestion is that you review the ERIC collection in your library very carefully, especially that portion relating to abstracts of instructional materials and abstracts of research materials in vocational and technical education. In addition, dissertation abstracts would seem to be a logical reference to review. Beyond this, I think it will be a matter of making personal contacts with individual vocational education facilities within your state, probably best being approached through the State Director of Vocational Education. This does seem to be an area needing study and apparently procedures which are now being used are not well documented.

I wish you well on your study.

Sincerely,

Wesley E. Budke

Wesley E. Budke, Specialist
Vocational-Technical Education
ERIC Clearinghouse on Career Education

WEB/md

APPENDIX C

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

M E M O R A N D U M

TO: Vocational Directors
FROM: Clarence E. Burdette
SUBJECT: Public Information Research Project
DATE: August 18, 1976

The Bureau of Vocational, Technical and Adult Education, through West Virginia University, is sponsoring a research project to determine public information practices which increase enrollment in vocational education programs. The research will provide information that vocational educators can use to conduct more effective public information programs.

Part of this research includes a survey to learn what public information practices are succeeding and are not succeeding in the state. Your school is one of twenty facilities selected to participate in the survey. You will be asked to supply information about the type and number (frequency) of public information practices your school has used in the past fiscal year, 1975-76. You will be asked to complete a self-administered mail questionnaire and to participate in a personal interview with Ms. Julie Lejeune, project coordinator. Your school counselor, as well as a stratified random sample of teachers and students, will be asked to complete a self-administered questionnaire.

We believe that the data accumulated in this research project will provide valuable information that can, in turn, be useful to individual schools throughout the state. Your cooperation in providing the needed data will ensure the successful completion of the project. A copy of the final report will be provided for you at its completion.

Full instructions for completing the questionnaire form will be given in future correspondence. Please indicate your willingness to participate in the project by returning the following form no later than Monday, August 30, 1976. A self-addressed, stamped envelope is provided for your response. Should you have any questions before making your decision, please contact Ms. Lejeune at 343-4753.

- -

DIRECTOR NAME_____ SCHOOL NAME_____

( ) Yes, I will participate in the research project.

( ) No, I will not participate in the research project.

NAME_____ POSITION_____ YEARS IN THIS POSITION_____

SCHOOL_____ COUNTY_____ TYPE OF FACILITY: ( )County Center
( )Multi-County Center
( )Comprehensive High School

This survey is concerned with public information techniques--written, oral, and visual methods of informing your "publics" (students, parents, staff, and community) about your vocational education programs and facility.

You are asked to indicate the type and number (frequency) of public information methods you used during the past fiscal year (1975-76) by placing an "x" in the appropriate box. If you did not use a particular method, place an "x" in the "0" column. If you used methods not included in the list, indicate the method and frequency in the column headed "Other." If you have additional comments for a particular question, indicate that you have continued your response on the back of the page.

---

1. MEDIA EFFORTS: Keep in mind that each separate newspaper article, pamphlet, newsletter, and the like that you prepared during the past fiscal year (1975-76) is counted as "1." For example, one pamphlet of 500 copies would be counted as only 1 prepared pamphlet.

METHOD	FREQUENCY					
a. Newspaper Article	( )0	( )1-10	( )11-20	( )21-30	( )31-40	( )41 or more
b. Newspaper Advertisement	( )0	( )1-10	( )11-20	( )21-30	( )31-40	( )41 or more
c. Television Announcement	( )0	( )1-10	( )11-20	( )21-30	( )31-40	( )41 or more
d. Radio Announcement	( )0	( )1-10	( )11-20	( )21-30	( )31-40	( )41 or more
e. Informational brochure/ pamphlet	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
f. Newsletter	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
g. School Newspaper	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
h. Audio Visual Presentation	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
i. Posters	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
j. Bulletin Boards	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
k. Displays in Community Stores or Businesses	( )0	( )1	( )2	( )3	( )4	( )5 or more
l. Radio Show Guest	( )0	( )1	( )2	( )3	( )4	( )5 or more
m. Television Show Guest	( )0	( )1	( )2	( )3	( )4	( )5 or more
n. Letters to Community Organizations	( )0	( )1	( )2	( )3	( )4	( )5 or more
o. Letters to Parents	( )0	( )1	( )2	( )3	( )4	( )5 or more
p. Letters to Students	( )0	( )1	( )2	( )3	( )4	( )5 or more
q. Letters to Feeder School Staff	( )0	( )1	( )2	( )3	( )4	( )5 or more

r. Please list others not mentioned

_____ FREQUENCY_____

_____ FREQUENCY_____

2. Indicate which of the following local media persons you contacted during the past fiscal year (1975-76) and describe your contact with them.

MEDIA	CONTACT			
a. Local Newspaper	( )no contact	( )once or twice a year	( )monthly	( )weekly
b. Local Radio	( )no contact	( )once or twice a year	( )monthly	( )weekly
c. Local Television	( )no contact	( )once or twice a year	( )monthly	( )weekly

d. Please list others not mentioned

_____ FREQUENCY _____

3. How many times did a local newspaper send a reporter to cover an event at your school during the past fiscal year (1975-76)?

a. ( )no newspaper coverage
b. ( )1-3 times
c. ( )4-6 times
d. ( )7-9 times
e. ( )10 or more times
f. ( )none; local newspaper does not have staff reporters to cover events

4. SPECIAL EVENTS: Community support and school participation can be encouraged by hosting special events at your school. The following question asks you to indicate the special events your school sponsored during the past fiscal year, to rate these events on a 1 (very effective) to 5 (not effective) scale as to their effectiveness in reaching students and community, and to list the approximate attendance at the event.

EVENT	HELD	EFFECTIVENESS Very Effective -- Not Effective	ATTENDANCE List Number
a. Trade Show	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
b. Open House	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
c. Awards Program	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
d. Contests	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
e. Panel Discussions	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
f. Career Day	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
g. Workshops	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
h. PTA Meetings	( )Yes ( )No	( )1 ( )2 ( )3 ( )4 ( )5	_____
i. Please list others not mentioned _____		( )1 ( )2 ( )3 ( )4 ( )5	_____
_____		( )1 ( )2 ( )3 ( )4 ( )5	_____

5. The following list includes community leaders and organizations that you may have contacted during the past fiscal year (1975-76). Indicate the number of times you had discussions about your school with the following community groups and indicate whether any of these group members visited your school at your invitation during the past fiscal year.

COMMUNITY GROUP	NUMBER OF DISCUSSIONS ABOUT SCHOOL	VISITED SCHOOL
a. Business Groups	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
b. Industry Groups	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
c. Bankers	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
d. Legislators	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
e. City Council	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
f. Chamber of Commerce	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
g. Mayor	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
h. Civic Organizations	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
i. Service Organizations	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
j. School Board Members	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
k. Police Department	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
l. Ministers	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
m. Employment Services	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
n. Citizen Advisory Committee	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
o. Please list others not mentioned_____	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No
_____	( )0 ( )1-3 ( )4-6 ( )7 or more	( )Yes ( )No

6. SCHOOL RELATIONS: The following list includes types of direct contact your school may have made with "feeder" high schools during the past fiscal year. Indicate the methods you used and the approximate number of times you made this contact.

CONTACT	FREQUENCY
a. School administrator addressed feeder school classes	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
b. School administrator scheduled vocational teachers to address feeder school classes	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
c. Administrator arranged for vocational counselor to address feeder school classes	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
d. Administrator arranged for vocational students to address feeder school classes	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
e. Administrator arranged for youth organization students (VICA, DECA, etc.) to address feeder school classes	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more

SCHOOL RELATIONS (cont.)

CONTACT	FREQUENCY
f. Administrator organized tour of vocational school for feeder school students	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
g. Administrator discussed vocational program with feeder school principals	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
h. Administrator discussed vocational program with feeder school counselors	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
i. Administrator discussed vocational program with feeder school teachers	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
j. Administrator mailed informational materials to feeder students	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more
k. Administrator distributed informational materials to feeder students through staff at feeder schools	( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more

1. Please list others not mentioned

_____ FREQUENCY_____

_____ FREQUENCY_____

7. In what month(s) do you concentrate your secondary recruitment efforts? Check all that apply.

a. ( )January
b. ( )February
c. ( )March
d. ( )April
e. ( )May
f. ( )June
g. ( )July
h. ( )August
i. ( )September
j. ( )October
k. ( )November
l. ( )December

RESOURCES: List below the physical materials and the staff talents you have available to help you conduct your public information program.

8. Which of the following physical facilities are available at your school? Check all that apply.

a. ( )electric typewriter
b. ( )photocopying facilities
c. ( )camera
d. ( )movie projector
e. ( )overhead projector
f. ( )slide projector
g. ( )projector screen
h. ( )photography lab
i. ( )printing lab
j. ( )tape recorder
k. ( )public address system
l. ( )audio visual materials center
m. ( )addressograph machine
n. ( )Other_____

_____

9. Which of the following staff resources do you have available at your school? (Staff may be a teacher who has other "talents.") Check all that apply.

a. ( )reporter/writer
b. ( )printer
c. ( )photographer
d. ( )typist
e. ( )graphics artist
f. ( )layout artist
g. ( )Please list others not mentioned_____

10. Do you have someone on your staff, other than yourself, who is appointed to handle public information efforts?

a. ( )Yes
b. ( )No (skip to question 12)

11. If yes, who handles your public information program? Check all that apply.

a. ( )assistant director
b. ( )job placement coordinator
c. ( )counselor
d. ( )teacher
e. ( )youth organization members (VICA, DECA, ETC.)
f. ( )student(s)
g. ( )county public information officer
h. ( )volunteer from community
i. ( )school secretary
j. ( )citizen advisory committee
k. ( )Others not mentioned_____

12. Have you asked State Department of Education staff for assistance with your public information program during the past fiscal year (1975-76)?

a. ( )Yes
b. ( )No

13. Do you think assistance from State Department of Education staff would be helpful in conducting your public information program?

a. ( )Yes
b. ( )No

14. Have you attended any school public relations workshops or conferences during the past fiscal year (1975-76)?

a. ( )Yes, I attended ___(Number) of public relations workshops/conferences
b. ( )No, I did not attend any public relations workshops/conferences

15. Is your school a member of the National School Public Relations Association (NSPRA)?

a. ( )Yes
b. ( )No

16. List below any problems that you may have in carrying out your public information program. Continue on the back of this page if needed.

APPENDIX D

COUNSELOR SURVEY

NAME_____ POSITION_____ HOW LONG IN THIS POSITION?_____

FACILITY_____ COUNTY_____ TYPE OF FACILITY: ( )County Center
( )Multi-County Center
( )Comprehensive High School

---

1. MEDIA EFFORTS: Listed below are some public information methods you may have used in counseling secondary students during the past fiscal year (1975-76). Indicate the methods you used and the number of times you used each method by placing an "x" in the appropriate slot. If you did not use a particular method, place an "x" in the "0" column. If you used methods not mentioned, list the method and frequency in the last column. If you have additional comments for a particular question, indicate that you have continued your response on the back of the page. Answer each item.

METHOD	FREQUENCY					
a. Newspaper Article	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
b. Newspaper Advertisement	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
c. Radio Announcement	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
d. Television Announcement	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
e. Informational Brochure or Pamphlet	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
f. Newsletter	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
g. School Newspaper Article	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
h. Audio Visual Presentation	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
i. Posters	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
j. Bulletin Boards	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
k. Displays in Community Stores or Businesses	( )0	( )1	( )2	( )3	( )4	( )5 or more
l. Radio Show Guest	( )0	( )1	( )2	( )3	( )4	( )5 or more
m. Television Show Guest	( )0	( )1	( )2	( )3	( )4	( )5 or more
n. Letters to Parents	( )0	( )1	( )2	( )3	( )4	( )5 or more
o. Letters to feeder school staff	( )0	( )1	( )2	( )3	( )4	( )5 or more
p. Letters to community organizations	( )0	( )1	( )2	( )3	( )4	( )5 or more
q. Letters to students	( )0	( )1	( )2	( )3	( )4	( )5 or more
r. Please list others not mentioned						

_____ FREQUENCY_____

_____ FREQUENCY_____

2. SCHOOL RELATIONS: Indicate which of the following direct contacts you made with feeder schools, and estimate the number of times you made these contacts during the past fiscal year (1975-76). Answer each item.

CONTACT	FREQUENCY				
a. Talked with feeder school students individually	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
b. Addressed feeder school classes	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
c. Talked with feeder school administrators	( )0	( )1-3	( )4-6	( )7-9	( )10 or more

2. SCHOOL RELATIONS (cont.)

d. Talked with feeder school teachers ( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more

e. Talked with feeder school counselors ( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more

f. Conducted tour of vocational school for feeder school students ( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more

g. Arranged for youth organization students (VICA, DECA, etc.) to address feeder school students ( )0 ( )1-3 ( )4-6 ( )7-9 ( )10 or more

h. Please list others not mentioned:

_____ FREQUENCY_____

3. COMMUNITY RELATIONS: Which of the following community groups did you talk with about the vocational programs at your school during the past fiscal year (1975-76)? Indicate those you talked with and the approximate number of times you talked with them. Answer each item.

COMMUNITY GROUP	DID YOU TALK WITH THE GROUP?	HOW MANY TALKS DID YOU HAVE WITH THE GROUP?
a. Local Businesses	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
b. Local Industry	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
c. Bankers	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
d. Legislators	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
e. City Council	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
f. Chamber of Commerce	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
g. Mayor	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
h. Trade Association Members	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
i. Civic Organizations	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
j. Service Organizations	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
k. School Board Members	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
l. Police Department	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
m. Ministers	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
n. Employment Services	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
o. Citizen Advisory Committee	( )No ( )Yes - - -	( )1-3 ( )4-6 ( )7-9 ( )10 or more
p. Please list others not mentioned:		

_____ FREQUENCY_____

4. SPECIAL EVENTS: Indicate which of the following special events you sponsored during the past fiscal year (1975-76) and rate each event on a 1(very well) to 5 (very poorly) scale as to how well you believe the event informed secondary students about vocational education programs in your school. Then, list the approximate attendance at each event. Answer each item.

EVENT	DID YOU SPONSOR THE EVENT?	HOW WELL DID IT INFORM STUDENTS? (Very Well ... Very Poorly)	APPROXIMATE ATTENDANCE (List)
a. Career Day	( )No ( )Yes - -	( )1 ( )2 ( )3 ( )4 ( )5	_____
b. Workshops	( )No ( )Yes - -	( )1 ( )2 ( )3 ( )4 ( )5	_____
c. Panel Discussions	( )No ( )Yes - -	( )1 ( )2 ( )3 ( )4 ( )5	_____
d. Employers' Day	( )No ( )Yes - -	( )1 ( )2 ( )3 ( )4 ( )5	_____
e. Other_____	( )Yes - -	( )1 ( )2 ( )3 ( )4 ( )5	_____
_____	( )Yes - -	( )1 ( )2 ( )3 ( )4 ( )5	_____

TEACHER SURVEY

NAME_____ TEACHING AREA_____ HOW LONG TEACHING AT FACILITY?_____

FACILITY_____ COUNTY_____ TYPE OF FACILITY: ( )County Center
( )Multi-County Center
( )Comprehensive High School

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1. MEDIA EFFORTS: Listed below are some public information methods you may have used during the past fiscal year (1975-76) to inform secondary students about your program area. Indicate the methods you used and the number of times you used each method by placing an "x" in the appropriate slot. If you did not use a particular method, place an "x" in the "0" column. If you used methods not mentioned, indicate the method and the frequency in the last column. If you have additional comments for a particular question, indicate that you have continued your response on the back of the page. Answer each item.

METHOD	FREQUENCY					
a. Newspaper Article	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
b. Newspaper Advertisement	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
c. Radio Announcement	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
d. Television Announcement	( )0	( )1-5	( )6-10	( )11-15	( )16-20	( )21 or more
e. Informational brochure/ pamphlet	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
f. Newsletter	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
g. School Newspaper	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
h. Audio Visual Presentation	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
i. Posters	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
j. Bulletin Boards	( )0	( )1-3	( )4-6	( )7-9	( )10-12	( )13 or more
k. Displays in Community Stores or Businesses	( )0	( )1	( )2	( )3	( )4	( )5 or more
l. Radio Show Guest	( )0	( )1	( )2	( )3	( )4	( )5 or more
m. Television Show Guest	( )0	( )1	( )2	( )3	( )4	( )5 or more
n. Letters to parents	( )0	( )1	( )2	( )3	( )4	( )5 or more
o. Letters to students	( )0	( )1	( )2	( )3	( )4	( )5 or more
p. Letters to community organizations	( )0	( )1	( )2	( )3	( )4	( )5 or more
q. Letters to feeder school staff	( )0	( )1	( )2	( )3	( )4	( )5 or more

r. Please list others not mentioned:

_____ FREQUENCY_____

_____ FREQUENCY_____

2. SCHOOL RELATIONS: Indicate which of the following direct contacts you made with feeder schools, and estimate the number of times you made these contacts during the past fiscal year (1975-76) by placing an "x" in the appropriate slot. Please answer each item.

CONTACT	FREQUENCY				
a. Talked with feeder school students individually	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
b. Addressed feeder school classes	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
c. Talked with feeder school teachers	( )0	( )1-3	( )4-6	( )7-9	( )10 or more

SCHOOL RELATIONS (cont.)

d. Talked with feeder school counselors	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
e. Talked with feeder school administrators	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
f. Took vocational students to address feeder school students	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
g. Took club members (VICA, DECA, etc.) to address feeder school students	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
h. Conducted tour of vocational school for feeder school students	( )0	( )1-3	( )4-6	( )7-9	( )10 or more
i. Please list others not mentioned: _____	FREQUENCY _____				

3. COMMUNITY RELATIONS: Which of the following community groups did you talk with about your program area during the past fiscal year (1975-76)? Indicate those you talked with and the approximate number of times you talked with them by placing an "x" in the appropriate slot. Answer each item.

COMMUNITY GROUP	TALKED WITH GROUP	NUMBER OF TALKS WITH GROUP			
a. Local Businesses	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
b. Local Industry	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
c. Bankers	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
d. Legislators	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
e. City Council	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
f. Chamber of Commerce	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
g. Mayor	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
h. Trade Association Members	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
i. Civic Organizations	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
j. Service Organizations	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
k. School Board Members	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
l. Police Department	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
m. Ministers	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
n. Employment Services	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
o. Citizen Advisory Committee	( )No ( )Yes- - - -	( )1-3	( )4-6	( )7-9	( )10 or more
p. Others not listed: _____	FREQUENCY _____				

4. SPECIAL EVENTS: The following question asks you to indicate which of the following special events your school held during the past fiscal year (1975-76). For each event held at your school, indicate whether or not you participated in the event, and then rate the event on a 1(very effective) to 5(not effective) scale as to its effectiveness in informing students and community about the vocational program. Answer each item.

EVENT	HELD AT SCHOOL?	DID YOU PARTICIPATE?	EFFECTIVENESS (Very Effective - Not Effective)				
a. Trade Show	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
b. Open House	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
c. Awards Program	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
d. Contests	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
e. Panel Discussion	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
f. Career Day	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
g. Workshops	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
h. PTA Meetings	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
i. Club Activity (VICA, FFA, etc)	( )No ( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5
j. Others:_____	( )Yes- - - -	( )No ( )Yes- - -	( )1	( )2	( )3	( )4	( )5

STUDENT SURVEY

YEAR IN SCHOOL_____ AGE_____ SEX_____ HOME HIGH SCHOOL_____

VOCATIONAL PROGRAM YOU ARE NOW ENROLLED IN_____ VOCATIONAL SCHOOL_____

DIRECTIONS: The following three questions ask you about the kinds of information that you saw or heard during the past school year (1975-76) that helped you learn about the vocational program you are now taking. Read each item in each question. If the item did not inform you about the vocational program, place an "x" in the "No" box: (x)No, and then go on to the next item. If the item did inform you about the vocational program, place an "x" in the "Yes" box: (x)Yes, and then in the next column, rate the item on a 1(very well) to 5(very poorly) scale as to how well it informed you about the vocational program. Please answer each item in each question.

1. Which of the following items listed below did you read, hear, or see? Did it inform you about the vocational program? How well did it inform you about the program?

KINDS OF INFORMATION	DID IT INFORM YOU ABOUT THE VOCATIONAL PROGRAM?	HOW WELL DID IT INFORM YOU ABOUT THE VOCATIONAL PROGRAM? Very Well ... Very Poorly
a. Newspaper Article	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
b. Newspaper Advertisement	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
c. Television Announcement	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
d. Radio Announcement	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
e. Brochure/pamphlet	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
f. Newsletter article	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
g. School Newspaper article	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
h. Audio Visual Presentation	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
i. Posters	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
j. Bulletin Boards	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
k. Display in Community Store or Business	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
l. Radio Show	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
m. Television Show	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
n. Received a letter from school about vocational programs	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
o. Others not listed that informed you:		
_____		( )1 ( )2 ( )3 ( )4 ( )5

2. Which of the following events at your vocational school did you attend? Did it inform you about the vocational program? How well did it inform you about the vocational program? Please answer each item.

EVENT	DID YOU ATTEND THIS EVENT?	HOW WELL DID THIS EVENT INFORM YOU ABOUT THE VOCATIONAL PROGRAM? Very Well ... Very Poorly
a. Trade Show	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
b. Open House or tour of vocational school	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
c. Awards Program	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
d. Contests	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
e. Panel Discussion	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
f. Career Day	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
g. Workshops	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
h. Club Activities(VICA, DECA, ETC.)	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
i. Other_____		( )1 ( )2 ( )3 ( )4 ( )5

APPENDIX D

Student - 2

3. Did any of the following people talk with you about entering the vocational program? How well did they inform you about the vocational program? Answer each item.

PERSON	DID THEY TALK WITH YOU ABOUT THE VOCATIONAL PROGRAM?	HOW WELL DID THEY INFORM YOU ABOUT THE VOCATIONAL PROGRAM? Very Well ... Very Poorly
a. Vocational School Director	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
b. Vocational School Counselor	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
c. Vocational School Teacher	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
d. Student Attending Vocational School	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
e. Home High School Principal	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
f. Home High School Teacher	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
g. Home High School Counselor	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
h. Home High School Friend Who Was Going to Enroll in the vocational program	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
i. Parents	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
j. Vocational club member (VICA, DECA, FFA, etc.)	( )No ( )Yes	( )1 ( )2 ( )3 ( )4 ( )5
k. Others who informed you _____	How well?	( )1 ( )2 ( )3 ( )4 ( )5

4. I think the 3 best ways to learn about the vocational program are:
(Place an "x" in 3 of the following boxes)

a. ( )read a story about it
b. ( )see a slide show about it
c. ( )visit the vocational school
d. ( )Talk with a vocational teacher
e. ( )Talk with a vocational counselor
f. ( )Talk with vocational school director
g. ( )Talk with a vocational student
h. ( )receive a letter explaining the program
i. ( )see a poster or bulletin board
j. ( )attend a club activity (VICA, DECA, etc

5. I belong to: ( )VICA; ( )DECA; ( )FBLA; ( )FFA; ( )FHA/HERO; ( )none of these

6. I travel _____ miles to the vocational school. (one way)

7. Do you feel that you had enough information about the vocational program before you enrolled at the vocational school?
a. ( )Yes
b. ( )No

8. What kinds of information about the vocational program would you like to receive? Continue on the back of this page, if needed.

APPENDIX E

TO: VOCATIONAL DIRECTORS

This letter serves to confirm our meeting date of _____.

As mentioned during our phone conversation, it would be most helpful for you to have the following information available so that a random selection of teachers and students can be made during my visit:

a. Teacher Roster - include only those teachers employed during the 1975-76 school year or earlier; list their teaching area

b. Student Roster - include only 11th grade vocational students; list the vocational program in which they are enrolled

Thank you for your cooperation with this public information project. I will look forward to seeing you on the _____. Should you be unable to keep this meeting date, please notify the Vocational Bureau office in Charleston at 348-2122.

Sincerely,

Julie M. Lejeune
Project Coordinator

APPENDIX F

DIRECTOR GROUP RESPONSE INDICATING USE OF PUBLIC INFORMATION VARIABLES DURING 1975-76

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
MEDIA				
1. newspaper article	20	0	100.0	11-20
2. newspaper advertisement	17	3	85.0	1-10
3. television announcement	12	8	60.0	1-10
4. radio announcement	20	0	100.0	1-10
5. brochure/pamphlet	16	4	80.0	4-6
6. newsletter	11	9	55.0	1-3
7. school newspaper	7	13	35.0	1-3
8. audio-visual presentation	18	2	90.0	4-6
9. posters	17	3	85.0	4-6
10. bulletin boards	16	4	80.0	4-6
11. displays in community	14	6	70.0	2
12. radio show guest	8	12	40.0	2
13. television show guest	6	14	30.0	1
14. letters to community organizations	11	9	55.0	3
15. letters to parents	14	6	70.0	3

APPENDIX F (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
16. letters to students	10	10	50.0	2
17. letters to feeder school staff	14	6	70.0	3
SPECIAL EVENTS				Effectiveness Rating
18. trade show	0	20	0.0	
19. open house	16	4	80.0	2
20. awards program	12	8	60.0	1
21. contests	9	11	45.0	1
22. panel discussion	2	18	10.0	3
23. career day	12	8	60.0	2
24. workshops	10	10	50.0	2
25. PTA meetings	1	19	5.0	2
COMMUNITY RELATIONS				
26. business groups	13	7	65.0	4-6
27. industry groups	14	6	70.0	1-3
28. bankers	11	9	55.0	1-3
29. legislators	16	4	80.0	1-3
30. city council	12	8	60.0	1-3
31. chamber of commerce	8	12	40.0	1-3

APPENDIX F (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
32. mayor	13	7	65.0	1-3
33. civic organizations	15	5	75.0	1-3
34. service organizations	14	6	70.0	1-3
35. school board members	18	2	90.0	4-6
36. police department	13	7	65.0	1-3
37. ministers	12	8	60.0	1-3
38. employment services	19	1	95.0	4-6
39. citizen advisory committee	18	2	90.0	1-3
SCHOOL RELATIONS				
40. scheduled vocational teachers to address feeder classes	13	7	65.0	1-3
41. addressed feeder school classes	16	4	80.0	1-3
42. scheduled vocational counselor to address feeder classes	15	5	75.0	4-6
43. sent vocational students to address feeder classes	8	12	40.0	1-3
44. sent vocational club members to address feeder classes	8	12	40.0	1-3

APPENDIX F (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
45. organized tour of vocational school for feeder students	17	3	85.0	4-6
46. discussed vocational program with feeder principals	19	1	95.0	7-9
47. discussed vocational program with feeder counselors	18	2	90.0	4-6
48. discussed vocational program with feeder teachers	15	5	75.0	4-6
49. mailed informational materials to feeder students	10	10	50.0	1-3
50. distributed informational materials to feeder students through staff at feeder schools	16	4	80.0	1-3

APPENDIX G

COUNSELOR GROUP RESPONSE INDICATING USE OF PUBLIC INFORMATION VARIABLES DURING 1975-76

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
MEDIA				
1. newspaper article	13	3	81.25	1-5
2. newspaper advertisement	5	11	31.25	1-5
3. radio announcement	11	5	68.75	1-5
4. television announcement	6	10	37.5	1-5
5. brochure/pamphlet	14	2	87.5	4-6
6. newsletter	9	7	56.25	1-3
7. school newspaper	8	8	50.0	4-6
8. audio-visual presentation	14	2	87.5	4-6
9. posters	15	1	93.75	4-6
10. bulletin boards	14	2	87.5	7-9
11. displays in community	6	10	37.5	2
12. radio show guest	4	12	25.0	2
13. television show guest	3	13	18.75	1
14. letters to community organizations	5	11	31.25	5
15. letters to parents	11	5	68.75	2

APPENDIX G (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
16. letters to students	7	9	43.75	3
17. letters to feeder school staff	12	4	75.0	3
SPECIAL EVENTS				Effectiveness Rating
18. career day	10	6	62.5	2
19. workshops	5	11	31.25	2
20. panel discussion	4	12	25.0	2
21. employers' day	1	15	6.25	2
COMMUNITY RELATIONS				
22. industry groups	10	6	62.5	7-9
23. business groups	10	6	62.5	4-6
24. bankers	5	11	31.25	1-3
25. legislators	10	6	62.5	1-3
26. city council	4	12	25.0	1-3
27. chamber of commerce	2	14	12.5	1-3
28. mayor	6	10	37.5	1-3
29. civic organizations	8	8	50.0	1-3
30. service organizations	11	5	68.75	1-3
31. school board members	10	6	62.5	1-3
32. police department	6	10	37.5	1-3
33. ministers	7	9	43.75	4-6

APPENDIX G (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
34. employment services	13	3	81.25	4-6
35. citizen advisory committee	9	7	56.25	1-3
36. trade association members	7	9	43.75	1-3
SCHOOL RELATIONS				
37. talked with feeder students individually	11	5	68.75	4-6
38. addressed feeder school classes	13	3	81.25	4-6
39. talked with feeder school administrators	13	3	81.25	4-6
40. talked with feeder school teachers	15	1	93.75	7-9
41. talked with feeder school counselors	15	1	93.75	4-6
42. conducted tour of vocational school for feeder students	15	1	93.75	7-9

APPENDIX H

TEACHER GROUP RESPONSE INDICATING USE OF PUBLIC INFORMATION VARIABLES DURING 1975-76

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
MEDIA				
1. newspaper article	60	37	61.8	1-5
2. newspaper advertisement	21	76	21.6	1-5
3. radio announcement	26	71	26.8	1-5
4. television announcement	12	85	12.3	1-5
5. brochure/pamphlet	50	47	51.5	1-3
6. newsletter	27	70	27.8	1-3
7. school newspaper	41	56	42.2	1-3
8. audio-visual presentation	33	64	34.0	4-6
9. posters	44	53	45.3	1-3
10. bulletin boards	49	48	50.5	4-6
11. displays in community	35	62	36.0	2
12. radio show guest	12	85	12.3	1
13. television show guest	4	93	4.1	1
14. letters to community organizations	22	75	22.6	1
15. letters to parents	30	67	30.9	1
16. letters to students	25	72	25.7	1
17. letters to feeder school staff	25	72	25.7	1

APPENDIX H (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
SPECIAL EVENTS				EFFECTIVENESS RATING
18. trade show	12	85	12.3	1
19. open house	59	38	60.8	1
20. awards program	40	57	41.2	2
21. contests	47	50	48.4	2
22. panel discussion	10	87	10.3	2
23. career day	37	60	38.1	2
24. workshops	40	57	41.2	2
25. PTA meetings	15	82	15.4	2
26. club activity	65	32	67.0	2
COMMUNITY RELATIONS				
27. business groups	51	46	52.5	1-3
28. industry groups	49	48	50.5	4-6
29. bankers	30	67	30.9	1-3
30. legislators	30	67	30.9	1-3
31. city council	19	78	19.5	1-3
32. chamber of commerce	8	89	8.2	1-3
33. mayor	27	70	27.8	1-3
34. trade association members	45	52	46.3	1-3
35. civic organizations	26	71	26.8	1-3

APPENDIX H (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	MEAN USAGE BY GROUP
36. service organizations	22	75	22.6	1-3
37. school board members	45	52	46.3	1-3
38. police department	28	69	29.8	1-3
39. ministers	32	65	32.9	1-3
40. employment services	33	64	34.0	1-3
41. citizen advisory committee	47	50	48.4	1-3
SCHOOL RELATIONS				
42. talked with students individually	53	44	54.6	4-6
43. addressed feeder school classes	32	65	32.9	1-3
44. talked with feeder school teachers	75	22	77.3	1-3
45. talked with feeder school counselors	65	32	67.0	1-3
46. talked with feeder school administrators	58	39	59.7	1-3
47. took vocational students to address feeder classes	15	82	15.4	1-3
48. took vocational club member to address feeder classes	20	77	20.6	1-3
49. conducted tour of vocational facility for feeder students	68	29	70.1	4-6

APPENDIX I

STUDENT GROUP RESPONSE INDICATING EXPOSURE TO PUBLIC INFORMATION VARIABLES DURING 1975-76

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	EFFECTIVENESS RATING (1-high to 5-low)
MEDIA				
1. newspaper article	74	421	14.9	3
2. newspaper advertisement	31	464	6.2	2
3. television announcement	45	450	9.0	3
4. radio announcement	44	451	9.8	3
5. brochure/pamphlet	228	267	46.0	2
6. newsletter	53	442	10.7	2
7. school newspaper	163	332	32.9	2
8. audio-visual presentation	112	383	22.6	2
9. posters	131	364	26.4	2
10. bulletin boards	166	329	33.5	3
11. displays in community	46	449	9.2	2
12. radio show	12	483	2.4	2
13. television show	41	454	8.2	1
14. received letter from vocational school explaining program	109	386	22.0	1

APPENDIX I (cont.)

VARIABLE	YES	NO	PERCENTAGE OF TOTAL GROUP	EFFECTIVENESS RATING (1-high to 5-low)
SPECIAL EVENTS				
15. trade show	41	454	8.2	1
16. open house	230	245	46.4	1
17. awards program	50	445	10.1	2
18. contests	28	467	5.6	2
19. panel discussion	29	466	5.8	2
20. career day	114	381	23.0	1
21. workshops	92	403	18.5	2
22. club activity	109	386	22.0	1
SCHOOL RELATIONS				
23. vocational director	123	372	24.8	3
24. vocational counselor	119	376	24.0	2
25. vocational teacher	195	300	39.3	1
26. vocational student	381	114	76.9	3
27. home high school principal	107	388	21.6	2
28. home high school teacher	121	374	24.4	2
29. home high school counselor	278	217	56.1	1
30. home high school friend	311	184	62.8	3
31. parents	241	254	48.6	2
32. vocational club member	99	396	20.0	2